



LONG ISLAND UNIVERSITY
experience the world

AUSTRALIA HANDBOOK

BRYON BAY, AUSTRALIA

2009-2010

Mailing Address:

9 Hanover Place, 4th Floor
Brooklyn, NY 11235
USA

Telephone: 718-780-4312

Fax: 718-780-4325

Global College Website: <http://www.brooklyn.liu.edu/globalcollege>

TABLE OF CONTENTS

I. INTRODUCTION	3
II. GLOBAL COLLEGE MISSION STATEMENT	4
III. BRIEF HISTORY OF GLOBAL COLLEGE	4
IV. THE ACADEMIC PROGRAM	5
V. LEARNING COMMUNITY	6
A. Field Trips	6
B. Independent Travel	7
C. Community Respect and Responsibility	7
VI. GENERAL ACADEMIC POLICIES	7
VII. BYRON BAY, AUSTRALIA	8
A. History and Geography	8
B. Things to Do in Byron Bay	8
C. People of Byron Bay	9
D. Transportation	9
E. Suffolk Park Center	10
F. Housing.....	10
VIII. PRACTICAL INFORMATION	11
A. What to Bring	11
B. Computers	11
C. Electrical Outlets	12
D. Available Products	12
E. Climate	12
IX. HEALTH AND SAFETY	12
A. Rip tides	12
B. Flora and Fauna.....	13
C. Drugs and Alcohol	14
X. EMERGENCY INFORMATION AND PROCEDURES	14
A. Emergency Information	14
B. Emergency Procedures	15
C. Mandatory Health Insurance	16
D. Foreign Travel Waiver and Release from Liability Form.....	16
XI. IMMIGRATION	17
A. Passports.....	17
B. Visas	17
C. Employment	17
XII. EXPENSES	17
A. Living Expenses and Budget	18
XIII. CULTURAL ADJUSTMENT	18
A. Cultural Shock	19
B. Fitting In and Being Accepted	20
C. Moving On and Adapting.....	22
XIII. CULTURAL ADJUSTMENT	18
XIX. FACULTY BIOS	24

I. INTRODUCTION

Dear Student,

This guidebook has been prepared for students intending to participate in Global College of Long Island University's Australia Program. It contains important instructions for acquiring your Electronic Travel Authorization (ETA) and information about safety, housing, and logistical issues. It also describes the courses we offer and other important academic matters. The guidebook is primarily intended for students coming from the U.S.A., but will be equally useful for students traveling from elsewhere. Please read it carefully and make sure you understand its contents. You are required to carry a printed copy of this guidebook with you en route to Australia for emergency reference.

We invite all students to the Australia Program, whether you are matriculated in the Global College of Long Island University at the Brooklyn campus or you are a transfer or visiting student from another campus or university. We offer a safe, open and supportive environment and welcome students of any race, nationality, class, creed, age, gender or sexual orientation. Our goal is to foster an environment conducive to learning and to building a strong sense of community where we can explore this fascinating culture together.

After reading this document, please do not hesitate to contact our center faculty if you have any questions or concerns. We are here to help make your time in Australia as worthwhile and rewarding as possible. Please note that the information in this guidebook is subject to change, so check with the Global College Program Director of Admissions and Director of Student Services at World Headquarters in Brooklyn for current costs, dates and deadlines.

We look forward to greeting you in person soon.

Best wishes,

Ralph Herbert
Academic Director

II. GLOBAL COLLEGE MISSION STATEMENT

Global College takes as its mission the development of well-educated world citizens, men and women from a broad spectrum of nationalities and social classes who participate in an undergraduate liberal arts program that enables them:

- To combine first-hand experience of diverse cultural realities with the critical study of academic disciplines and human and ecological problems;
- To test intellectual theories and skills against the demands of practice and service;
- To carry out specialized field study under expert guidance that synthesizes cross-cultural understanding; and
- To develop a broad worldview and a level of achievement in a chosen field sufficient to prepare for a life of committed action in the interest of the world community.

III. BRIEF HISTORY OF GLOBAL COLLEGE

Global College embodies the vision of Dr. Morris Mitchell, its first president, who believed that students who were given the opportunity to learn firsthand about the problems and possibilities of humanity and were encouraged to develop problem-solving skills, would become a unique resource for global peace and development. This vision is very much alive at Global College centers in Costa Rica, India, China, Japan, S. Africa, Australia, the United States and in our Comparative Religion and Culture program.

Founded by the New York Yearly Meeting of the Society of Friends (Quakers) in 1965, Friends World (now Global College), became nonsectarian in the mid 1970s. In the 1991-92 academic year, Friends World affiliated with Long Island University through which it gained full regional accreditation.

Under this agreement, the Friends World Program (FWP), as it would now be called, would retain its unique education mission and experiential approach, continue to recruit its own students, retain its policy of using portfolios and narrative evaluations in place of exams and grades, keep its extensive system of regional centers, and have its own Council of Overseers, as well as representation on the University's Board.

The Program's headquarters remained at Southampton College until the fall of 2005, when FWP moved its World Headquarters to the Brooklyn Campus of Long Island University. The move to Brooklyn coincided with the introduction of the Capstone semester for seniors. The Capstone Semester was designed to enable seniors, as a cohort, to capitalize on the best of their FWP education and prepare students for life beyond graduation by supporting exploration of the students' future academic and career goals.

In the fall of 2007, Friends World was renamed Global College and adopted a revised curriculum. Today, Global College has centers in Costa Rica, China, India, Japan, South Africa, Australia, and Brooklyn, NY, along with the sites affiliated with the Comparative Religion and Culture Program. As this program continues to evolve, those innovative approaches pioneered by Friends World, experiential learning, global studies and multiculturalism, are still at the heart of Global College.

IV. THE ACADEMIC PROGRAM

The following courses are required of all students in the Australia Program.

The People of Australia (3 credits) Soenke Biermann

This interdisciplinary seminar provides students with an introduction to Australian society. Students will consider the major social, political, and cultural themes of contemporary Australian society and how they have been shaped by past policies and practices. Of particular importance will be the impact of colonialism and the question of human rights for Indigenous peoples, for those seeking asylum in Australia, and for other marginalized groups. Comparisons with North America and other South Pacific societies will be included in course discussions.

The Natural Environment of Australia (3 credits) Soenke Biermann

Based on an experiential learning framework consisting of preparatory study, field trips and structured reflection, this innovative course allows students to directly experience Australia's unique natural environment. Via outdoor activities such as camping, hiking, snorkelling and climbing in national parks and other protected areas, students will explore and gain a first-hand understanding of different ecosystems, the evolution of particular environments and the relationship between natural and cultural landscapes. While individual venues are subject to change, the course typically includes group travel to coastal areas of northern New South Wales such as Cape Byron and Broken Head, the Currumbin Wildlife Sanctuary in south-eastern Queensland, several national parks on the New England Tableland including those exemplifying subtropical rainforest and open-canopy bushlands, and Bald Rock - the second largest monolith in Australia. Furthermore, the course involves independent travel towards the end of the semester where students are free to independently visit natural areas of their choice, such as the Great Barrier Reef, the Daintree Rainforest, the Whitsunday Islands and Fraser Island – the world's largest sand island.

Environmental Issues of Australia, New Zealand and the South Pacific (3 credits) Ralph Herbert

The course will focus on limits to economic growth, climate change due to carbon emissions, non-sustainability of fossil and nuclear energy systems versus renewable technologies, industrial agriculture and its solar-based alternatives, natural resource depletion including water, soil and forest degradation, and protection of wild and natural areas as national parks and World Heritage Areas. The introductory part of the course will focus on New Zealand where we will review environmental issues facing the region. We will then move on to Australia where we will examine environmental problems facing that society and appropriate solutions to those issues.

**Sustainable Australia & the South Pacific: Concepts & Case Studies (3 credits)
Madeleine Faught**

This course will examine the concept of sustainability in relation to the viability of our current dominant economic, social and environmental systems. Global resource use and its long-term implications will be compared with alternative adaptive management models. The course will explore a cross section of effective sustainability strategies in northern New South Wales and throughout the South Pacific island region. Through discussions, case studies and local area site visits, we will focus on strategies that are capable of sustaining the economy, the natural environment and the societies that depend on these.

Supervised Field Work Project (3 credits) Madeleine Faught

The theme of the course is "Connecting to Place". Class discussions and readings will focus on the values and meanings associated with this connection. Students will be exposed to community situations that reflect activism, change, creativity, and highlight community participation. Students will be placed, according to their personal interests, in a local organization committed to social justice, environmental change and support, or community culture and arts. The instructor will individually supervise the work and participation of each student. Examples of possible placements are Rainforest Rescue, Seed Savers, Landcare groups and the Byron Film Festival. A variety of other placements will be offered. Students will be evaluated on their field service work and will write an end of term paper.

N.B. The Junior Research Seminar is a requirement for Global College students only.

Junior Research Seminar (3 credits) Kathleen Modrowski

This online required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the Independent Study Semester.

Field Trips

Madeleine Faught is planning two field trips for her sustainability course. One of these will be local - an investigative journey around the Byron Arts and Industry Estate to ascertain the 'sustainability' factors of different businesses. The field trip will include a talk from a CEO who runs a Sustainable Futures organization. The second field trip is further afield! Students will travel to Chillingham, a village near the base of Mt. Warning. There is a fully sustainable community there. The community is dynamic, productive, accountable, and very active. Living in this community is a

young woman who recently did an internship at Schumacher College in the UK - an institute with a reputation for its best practices and focus on all things sustainable.

Soenke Biermann is planning several trips for his course. Students will take a variety of local excursions as well as two extended (4 day/ 3 night) field trips. The local trips include walking at Cape Byron and at Broken Head, snorkelling at Julian Rocks (off the coast of Byron), hiking at Minyon Falls and visiting Currumbin Wildlife Sanctuary. While some details still need to be confirmed, the two extended trips will take the group out west to Washpool, Bald Rock and Girraween NP on one trip, and down south to a number of coastal and tableland national parks, including Yuragyr, Dorrigo, Oxley Wild Rivers and Cathedral Rock, on the other. These national parks feature open-canopy bushland and subtropical rainforest, some of it world heritage-listed, waterfalls worth swimming under, rocks worth climbing, secluded camp grounds, and plenty of great hikes.

Both extended trips will include an Indigenous component (relevant to both the People and the Environment course: guided walks on country, bushfood tasting, and some art or some hunting/gathering).

Independent Travel during Spring Break

Spring break for the spring 2010 semester in Australia is April 1, 2010- April 15, 2010. Students are free to do independent travel during those 2 weeks. Please note that students will not have housing in Byron Bay during spring break. Professor Herbert advises students to go to the Barrier Reef, Arlie Beach, on a sail of the Whitsunday Islands, and also recommends spending several days on Fraser Island. These trips are not required and students can travel where they wish. A reflection paper is required and independent travel experiences will be discussed in class.

V. LEARNING COMMUNITY

We hope to provide a positive, safe and challenging learning environment that respects all members of the community and encourages the personal and academic development of each. We all have a responsibility to contribute to such an environment by behaving in a respectful, responsible and ethical way. Below is a summary of the most relevant policies regarding students.

Community Respect and Responsibility

Students should be aware that they need to take responsibility for keeping the houses and the classrooms clean and tidy. This respect extends to being aware of how your noise level affects others in the community (i.e. music, talking loudly).

VI. GENERAL ACADEMIC POLICIES

Attendance: The instructors of the various seminars will take attendance as attendance is a factor in student evaluation, as stated by the Global College World Council. This includes field trips and site visits.

Timely Completion of Academic Work: Students are expected to hand in their completed work as specified in the respective courses. Failure to do so could have negative consequences on your grade as defined in each syllabus.

Incompletes: Incompletes will only be granted for medical, family or personal emergencies as well as documented learning disability. In all cases, evidence must be provided. The course instructor will set the date by which the work is to be completed. Under LIU policy, all incompletes will automatically convert into Fs at the end of the following semester if the work has not been completed.

Participation: We encourage all students to participate actively in the classes in order to contribute to and benefit from the discussion. Because of this, we expect students to be punctual, come prepared to class, and to not use personal computers in the classroom unless for specific, academic reasons and with approval of the course instructor.

Academic Conduct and Plagiarism

As LIU policy states, students are expected to conduct themselves in accordance with the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standard of integrity with regard to the preparation of their academic work. Plagiarism of any sort is unacceptable and, if proven, is cause for the most severe penalties up to and including suspension or dismissal from the University. Students who submit written or other work proven not to be their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation may not receive credit for the work submitted or for the course. And breach of discipline may result in disciplinary action, including suspension or dismissal. (p. 29, LIU Brooklyn Campus Undergraduate Bulletin, 2004-2006)

VII. BYRON BAY, AUSTRALIA

History, Geography, and Byron Shire's Aboriginal Heritage – The Bundjalung Nation

Byron Bay's European history began in 1770 when Captain Cook and his fleet sailed north up the east coast of Australia. Cook was captivated by the natural beauty of the area and bestowed upon it the name of Byron, in honour of the English poet, Lord Byron. The area is also distinctive as Australia's most easterly point. The famous Cape Byron lighthouse stands as a sentinel to passing ships and sailors.

A small coastal community, Byron Bay is located approximately 140km (125 miles) south of Brisbane, Queensland and 760km (500mi) north of Sydney. Its pristine beaches give way to a hinterland of green rolling hills and rainforests, with the remnant of an ancient shield volcano, Mt. Warning, a landmark peak for the overall area. Byron Bay is well known for its casual lifestyle and focus on healthy living. It has attracted an increasing number of international visitors in the past two decades because of its many world class festivals, including the Byron Bay Film Festival, the East Coast Blues and Roots Music Festival, and the Byron Bay Writers Festival.

Byron Shire's Aboriginal Heritage – The Bundjalung Nation

The Arakwal people, also known as the Bundjalung of Byron Bay, are part of the larger Bundjalung Nation.

The Bundjalung Nation encompasses all of the Far North Coast Region and extends from the Clarence River in the south to the Logan River in the north, and to the foothills of the Great Dividing Range in the west. Bundjalung is a name derived from a clan of this diverse group, which is connected through language and culture.

The Bundjalung people, comprised of many clans or tribes with distinct countries or tribal custodial areas, were never a nation politically prior to European settlement. After colonization, each tribal group maintained distinct tribal identities.

Byron Shire contains a wealth of Aboriginal cultural sites which include middens, stone arrangements, rock shelters and tool-making sites. Additionally, many Aboriginal words have survived in the names of places within the Shire (e.g. Mullumbimby and Billinudgel). These all testify to the long period of occupation of this area by Aboriginal people prior to the arrival of Europeans.

Protection and preservation of culturally significant areas and the environment is very important to the Bundjalung of Byron Bay and wider Bundjalung people. The landscape around the Byron Shire has many culturally significant areas that are inter-related. These include the lands and waters, plants and animals, special places and stories.

The Bundjalung people are represented by a Council of Elders comprising respected Elders from the different clans of the Bundjalung language group. The Council of Elders is an important consultative group for local Aboriginal people and is recognized as such by the wider community and government bodies.

Things to Do in Byron Bay

Byron Bay is known for its great surf and miles of beautiful clean beaches. Surfing snorkelling and scuba diving are all popular activities. Whether diving on the intact reef system surrounding Julian Rocks, or snorkelling just offshore around an old shipwreck, the sea offers a rich diversity of marine life. There are a wealth of other adventure activities like hang-gliding, parasailing, kayaking, skydiving, and sailing. These can be booked through one of the numerous travel agents that line the streets of Byron Bay. For the less adventurous or economically-minded, there are many hikes, bike trips, waterfalls and nature walks available.

In the evening you can listen to free live music at the Byron Bay Beach Hotel or the Railway Pub (The Rails), or you can pay to enter one of the venues that showcase headliner groups. The Byron cinema shows films ranging from blockbuster to art house, and has a student night with discounted movie tickets for students with valid IDs. There are a few nightclubs in town, though there is usually a cover fee and sometimes a dress code. For those on a stricter budget, DVD rental shops allow you to take out as many movies as you wish after filling out an application. Be sure to

look at the weekly local free newspaper, the *Byron Shire Echo*, which features many of the free activities available within the town or local area.

Byron Bay has a wide variety of stores. Clothing and surf shops are abundant and sell bathing suits, sunglasses, shoes, hats, towels, and various other retail items. There is a laundromat, many pharmacies, camera stores, and numerous internet cafes. Byron Bay is known for some of its alternative stores where one can buy homeopathic remedies, candles, crystals, and herbs. On the first Sunday of each a month there is a large outdoor market with stalls selling everything from clothing, arts and crafts, souvenirs, food, and just about anything else you can imagine. Even if you do not go to this market to shop, it is a social hub for local people and has live music. It is definitely something students should not miss.

There are many places to eat in Byron Bay. Simple foods such as pizza, nachos, sushi, sandwiches and salads are easy and quick to grab while in town. There are health food shops and juice bars that offer healthy takeaway food. For a sit-down meal, be prepared to pay a bit more, dress a little bit nicer, and eat a lot better. These restaurants offer a range of cuisine including Italian, seafood, tapas, fusion food and Thai. Prices can range from \$10-\$30 AUS per person. Be sure to check out menus and restaurants while in town and then call to make a reservation.

Woolworths is the big grocery store located right in town near the Byron Cinema. You can do almost all of your shopping there. Just across the street is Santos, an organic food market that is pricier but offers local and good quality products. A weekly farmers market takes place at Butler Reserve every Thursday morning, from 8 – 11 a.m. A range of seasonal fresh produce, meat, bread, and seafood is available, along with coffee and yummy homemade pastries.

People of Byron Bay

Visitors from the United States often assume that Australians are just like Americans because both countries speak English. This assumption is incorrect. Australia has its own unique culture and cultural heritage, and even though there are some similarities with the United States, there are also many differences. Students should remember that they are in a foreign country and that it is important to take the time to observe how people interact with one another before assuming an understanding of local people and culture.

There are many people from other countries who have resettled in Byron Bay because of its beautiful setting, relaxed attitudes, and way of life. Combined with all the Aussies who live there, Byron represents a truly international melting pot of people and cultures.

Byron's range of attractions has seen an increased number of tourists and visitors over the past several years. Because of this influx, the one-time easy interaction between locals and visitors may not take place. Locals may be less interested in interacting with someone who is in town for a short time only. However, it is worth being friendly and trying to get to know the townspeople because they will usually give you insider tips about Byron Bay and the surrounding area. The locals in Byron tend to be quite laid-back, and are not usually in a hurry to do anything.

Transportation

The students will reside in a small town just south of Byron Bay called Suffolk Park. It takes about 45 minutes to walk from Suffolk to Byron Bay, though by car it can take ten minutes.

Many students choose to buy a bicycle in Byron Bay. Bicycles can be purchased used, for under \$75 US. If you do this, be sure to buy a lock and a helmet. Know that your bike may be stolen if it is not properly locked up because bikes are the easiest mode of transportation and therefore a hot commodity. The law in Byron Bay requires you to wear a helmet, and police officers will pull you over and give you a \$50 AUS fine if you are seen not wearing one. There is a safe bike trail that allows you to get from Suffolk Park to Byron Bay in about 20 minutes.

Taxis can be very expensive, and therefore it is recommended that students take taxis together. Note that one cultural difference between Australia and the United States is that in Australia, passengers are expected to sit in the front seat with the driver; otherwise it is considered rude. Also, tipping taxi drivers is not required or expected.

The bus is quick and inexpensive. It is clean and safe. However, it runs only once or twice every hour. Be sure to pick up a bus schedule and find out the fares and the location of the stops. There is usually a discounted student rate. In Byron Bay there is a bus terminal where tickets can be purchased for any trips outside of Byron Bay, including Surfer's Paradise and Brisbane. Tickets should be bought in advance because they often sell out. This is the quickest and safest way to travel.

Although rental cars are available, it is advised that students do not rent cars. In Australia people drive on the opposite side of the road. This can prove very challenging and potentially dangerous when you are driving on unknown roads and observing different road rules. Except for the freeways, most roads in Australia are two lanes, and many country roads are in poor condition.

***Hitchhiking is not considered safe and students are discouraged from using this as a mode of transportation.**

Suffolk Park Center

The shopping center at Suffolk Park is quite small. There is a doctor's office, a grocery store, bakery, pizza shop, pub, hotel, take-out restaurant, Indian restaurant, a liquor store, and a video rental store with internet access.

Housing

Students will live together in houses in Suffolk Park and share rooms with other students. Decisions about living arrangements will be made upon arrival. The houses have washing machines. There may be a phone in the house, but most likely no internet service. Most houses also have a TV and DVD player.

Each house has a security deposit of approximately \$100US per student. If the houses are undamaged and kept clean, the deposit will be returned to the students at the end

of the semester. In past years, however, several houses have been left in very poor condition. They were very dirty and some items were missing or broken. The students were then charged more because of this. Students need to remember to have respect for their houses and for the rental conditions. Suffolk Park is predominantly a beachside residential development, with many full-time residents and their families. Because of this there is a 10 p.m. noise curfew and students may be fined \$100AUS if a complaint is registered about excessive noise coming from a house.

VIII. PRACTICAL INFORMATION

What to Bring

Students are discouraged from bringing excessive amounts of luggage. The following is a list of suggested clothing that students should bring:

- **Warm weather clothing: Shorts, t-shirts, tank tops, skirts, sandals, a sun hat**
- **Rain gear: Umbrella, lightweight raincoat**
- **Hiking gear: Quick drying socks, pants, lightweight and quick drying shirts, sneakers or walking shoes**
- **Sweatshirt or sweater**
- **Bathing suit and towel**
- **Clothing that can get dirty such as old shirts, shorts, pants, and shoes**
- **Backpack for hiking**

Students are reminded that they will be living in a hot and humid environment where some clothing materials take a long time to dry if they get wet.

Other things to bring:

- **Sunscreen**
- **Valid passport and 2 copies of your passport (kept in safe places while living in Australia)**
- **International student ID (students can often get discounts for tickets, shows, and entrance fees)**

Hiking and camping are going to be a big part of the semester for students. Students can either bring or buy in Australia the following items:

- **Sleeping bag**
- **Tent**
- **Camping plate, bowl, and eating utensils**
- **Flashlight**
- **Small pillow**

- **Bug spray**
- **Mat or pad to put under a sleeping bag**

Computers

Students will probably not have internet connection at their houses. Wireless internet is available at one location in Suffolk Park and in a few places in Byron Bay. If students choose to bring their computer, they are warned that there may not be a safe place to keep it. Computers are available at the numerous internet cafes in Byron Bay.

Electrical Outlets

Students must have adapters in order to use Australian electrical outlets. Plugs from the United States will not fit in Australian outlets. The voltage is 240 volts instead of 120 volts like it is in the US. If students plan to use their own computers, hair dryers or other appliances from the United States, they will need to buy adapters for these. Adapters can be bought at Radio Shack, Best Buy, and other electronic stores in the US and in Australia.

Available Products

Cosmetics, hygiene products, school supplies, and any clothing that is deemed necessary after arrival can be purchased at reasonable prices in Australia.

Climate

In Australia, the summer season is officially from December to the end of February, but because Byron Bay has a subtropical climate, the weather stays quite warm until May or sometimes even June. During the student's Spring Semester in Australia, it will be hot, around 80 degrees Fahrenheit (27 degrees Celsius) or slightly higher, and it can be humid. At night, the temperature does drop a bit, but not significantly. In the mountains and further away from the coast, temperatures can get as low as 50 degrees Fahrenheit (10 degrees Celsius).

Ordinarily the rainy season in the Byron Bay and the north coast areas occurs sometime in late summer or early autumn (February to May), but La Niña and El Niño years sometimes affect this pattern. If it is a La Niña year, such as 2008, there will be a considerable amount of rain throughout the semester.

IX. HEALTH AND SAFETY

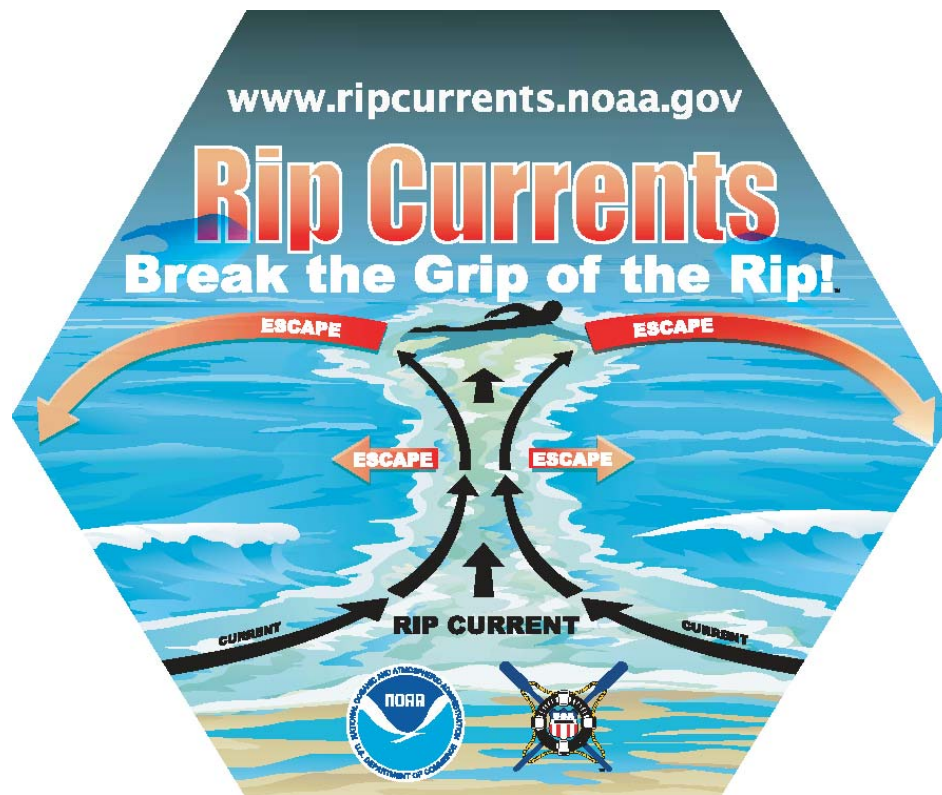
Australia is similar to the United States in terms of personal safety. In the town of Byron Bay, students should be constantly aware of their belongings. Things left on the beach without supervision will most likely be stolen. Pickpocketing is sometimes common as well. In the cities, such as Brisbane, Sydney, or Melbourne, crime rates are higher. Students should travel in groups when they are in the city or in Byron,

particularly at night. Valuable items, such as passports, cameras, and credit cards should be guarded carefully and stored in safe places.

Rip tides

Rip tides (called rip currents in Australia) are present in the waters surrounding Australia. These currents, which are right off the beach, are very powerful, and a common cause of drowning in Australia. To reduce the chance of students getting caught in rip tides, it is important to understand how to identify a rip, and then avoid them. Students are encouraged not to swim alone, and to take a floatation device such as a surf board or a boogie board when they enter the water. If a student does get caught in a rip tide, the following are tips to help him/her get out of the rip tide:

- Don't try to fight the current by swimming against it.
- Swim parallel to the shore line.
- Try to float or tread water to conserve energy.
- DON'T PANIC.



Flora and Fauna

Australia is known for its snakes, spiders, sharks, and crocodiles. There are a number of poisonous spiders that live all over the continent. Students are advised not to touch any spiders. Snakes are also common, and a large number of these are venomous. Students are encouraged to avoid walking in areas with high grasses, especially at night, and to stay alert when in areas with logs, rocks, and other debris on the ground. Crocodiles do not live in the Byron Bay area. They are native to Queensland and the Northern Territory.

Sharks live in all the oceans of the world, and this is certainly true for the waters around Australia. Students should use common sense and not swim at dusk or pre-dawn for these are known feeding times for sharks. If a student observes a lot of waterbird activity feeding on a school of fish, chances are there might be sharks trying to feed on the same school of fish.

Jellyfish are also sometimes present in Australian waters. Around Byron Bay, the only problem jellyfish are called Bluebottles. They are not very large and they do sting, but their sting is not serious. Washing the sting in apple cider vinegar usually helps. In far north Queensland there are more jellyfish, and some of them are highly toxic. During the height of the hot months in far north Queensland there are box jellyfish, whose sting can kill. Students must wear wet suits (called stinger suits in Australia) to protect themselves when snorkelling or swimming in the ocean off Queensland and are encouraged to do the same when snorkelling off Julian Rocks in Byron Bay.

Though people may think that all these creatures sound scary, if you are informed about where they might occur, and know how to deal with situations safely, chances are you won't have a problem. Many people have lived along Australian beaches all of their lives and have never encountered a jellyfish or a shark.

Australia is home to many unique plants and animals that cannot be found anywhere else in the world. Marsupials (such as koalas, kangaroos, and wallabies), dingos, emus and platypuses are native to Australia. Koalas, kangaroos, and dingos can be seen all over the country and often inhabit areas where humans are present too. Even though these animals may approach you, you should not feed or try to pet these animals. They may look cute, but they can be dangerous. When travelling, students should be aware of their bags and food in the presence of kangaroos or dingos because these animals may try to raid your belongings for food.

An incredible range of beautiful plants such as rainforest trees, eucalyptus, figs, sarsaparilla, plumeria (or frangipani), and hibiscus are common in Australia. Again, students are encouraged not to touch, pick, or consume any plants, leaves, or flowers, as some may be poisonous.

Drugs and Alcohol

The drinking age in Australia is 18. However, if drinking becomes a problem for students' safety, it will be addressed. Drugs are illegal in Australia and students are warned that they must uphold the local laws regarding the use, sale, and possession of

illegal drugs. There may also be academic repercussions if a student is found to be using, selling, or in possession of illegal drugs.

X. EMERGENCY INFORMATION AND PROCEDURES

Emergency Information

The following is a list of numbers to call in the case of an emergency.

Hospital

- Byron Bay 66856200
- Ballina 66862111

Police

- Regular phone call 000
- text emergency call 106

Doctor

- Suffolk Park 66853647
- Byron Bay 66856206

U.S. Embassy (in Sydney)

- 02-93739200

Global College

- 718-780-4312

Emergency Procedures

The Australia Program follows all emergency procedures established by the Global College Program and Long Island University. It is university policy that no Global College students are permitted in countries with State Department travel warnings in place.

We suggest you read the U.S. State Department country specific information on Australia to get an idea of the current safety issues as well as prevention tips.

http://travel.state.gov/travel/cis_pa_tw/cis/cis_954.html

The Australia Program staff members subscribe to the U.S. Department of State Travel Warnings (DOSTRAVEL) electronic mailing list, which notifies members of all travel advisories and warnings issued around the world and provides Consular Information Sheets for these countries. If a travel advisory is issued for Australia, the Global College students will be notified and precautions will be taken to ensure the safety of students. If a travel warning is issued, students will be evacuated from the country in due course once it is safe to do so. We encourage all students to subscribe by sending an email to: listserv@lists.state.gov type in the message body

“SUBSCRIBE DOSTRAVEL YOURNAME” (omit the quotation marks and leave subject blank). You can also use the online subscription form at: www.state.gov/www/listservs_cms.html.

Emergency procedures will be discussed in detail during the orientation in Australia.

The safety of our community requires the cooperation and diligence of each member. Students and parents should familiarize themselves with the appropriate sections, “II. Responsibilities of Participants,” and “III. Recommendations to Parents/Guardians/Families” in the document, *Responsible Study Abroad: Good Practices for Health and Safety*, which is published by the NAFSA: Association of International Educators’ Section on U.S. Students Abroad and is available at the below URL: <http://www.secussa.nafsa.org/safetyabroad/goodpractices2003.html>

Following are some basic safety tips for travel in any foreign country. The best thing to keep in mind is your own common sense. This will keep you safe when many other things fail.

- Carry only enough cash for the day, especially when you have just visited a bank or ATM.
- Distribute money so it is in two places, i.e. some in your purse with the rest in a money pouch concealed under your garments.
- If you carry a wallet, it should go in your front pants pocket. Be especially careful in crowds and on the buses.
- Keep your luggage, shoulder bag or backpack with you at all times upon arrival in an airport or bus station. Always wrap the strap around your arm or leg if sitting down at a table or on a park bench. Thieves are both quick and clever.
- When going out in the evening, always travel with a companion. Women may find it easier to go out, especially to clubs/bars, with a male companion.
- When you feel uncomfortable or uneasy about your surroundings, trust your instincts and move on. Stay on well-lighted and populated streets.
- Avoid illegal drugs. You are subject to the laws of the country in which you are traveling.
- Make two copies of your important documents
- Have phone numbers to call if credit cards/travelers checks are stolen or lost.
- Put your name and address on your camera – inside and out.

Remember to immediately notify the police of all losses or other serious incidents. Get a copy of the official police report. You may need it later for insurance purposes/claims. **IMPORTANT NOTE:** Most insurance policies do not reimburse for lost paper, i.e. cash; replacing passports and visas, travel tickets, student passes.

Mandatory Health Insurance

Students receive detailed information about the Global College health insurance policy in a separate mailing. All students are automatically charged for international health insurance. The fee will be reflected on the semester bill. It is important to emphasize that except for long-term hospitalization, students must pay out of pocket and then submit a claim to the insurance company for reimbursement. The percentage

covered and deductibles are outlined in the policy. In other words, it is important for students to bring extra money (credit cards are acceptable) to cover any medical emergency for which students would need to submit a claim for reimbursement.

Foreign Travel Waiver and Release from Liability Form

All full-time and part-time matriculated students and visiting students of the Global College Program studying at the Australia Center must review the Foreign Travel Waiver and sign the Release from Liability Form provided by Global College Program and Long Island University. Copies of these forms should be sent to Global College Program World Headquarters. It is further acknowledged by the student, and any legal representative of the student and the student's immediate family that the Global College Program Australia Program faculty and staff, including but not limited to the Director, accept no legal or financial liability for the student's health and safety during their period of study in Australia.

XI. IMMIGRATION

Passports

All students must have valid passports to enter and exit Australia.

Visas

Students should not apply for student visas. These are only for people studying at Australian universities.

Students will need an ETA (Electronic Travel Authorization) to enter Australia. This allows students to remain in Australia for up to 90 days. This is not a physical document but is filed on the computer. Students can get an ETA at www.eta.immi.gov.au and should print the receipt or confirmation of the document. If students would like to stay longer, they will have to arrange to get a tourist visa.

Employment

Students are not authorized to work while studying in Australia without a visa.

XII. EXPENSES

Tuition & Fees

Australia	
Tuition, flat rate, per semester (12 to 18 credits)	\$ 13,684.00
Tuition, per credit	\$ 854.00
University Fee (\$15.00 non-refundable)	
12 or more credits	\$ 600.00
11.9 credits or less	\$ 300.00
International Fee	
12 or more credits	\$ 320.00
4.1 to 11.9 credits	\$ 160.00
4 credits or less	\$ 80.00
Center Fee	\$ 2,000.00
Housing Fee (Room/Board)	\$ 1,800.00
	<
Health Insurance per semester	\$ 275.00

Living Expenses and Budget

Students will have to pay for their own food and drinks while living in Australia and will most likely spend \$50-100US each week on groceries and meals. In addition, students should make a budget that includes entertainment, adventure activities, shopping, gifts, and still make sure they have some money in case of emergencies. All travel, with the exception of field trips and school activities, must be paid for by the student. Overall, students should budget their spending money for the semester to be about \$1000-\$2000US.

Australia accepts all major credit cards, such as American Express, Visa and Mastercard. Students can get cash out from the ATM's around town, though a small fee (usually around \$2US) is charged. Cashing traveller's checks requires students to go to a bank with their passports. Before leaving for Australia, students should be aware of the current exchange rate.

XIII. CULTURAL ADJUSTMENT

Travel is an organic experience. It seems that there are a million things which you need to keep track of at all times: the sunscreen, your travel documents, airport regulations, etc.

Perhaps the two most important things to hold on to are your patience and sense of humor. They are your best allies when the bus breaks down or never shows up. Face it; things never go exactly as we plan – and the experiences with the highest learning curve are often the most rewarding.

Beyond these, here are some tips that may help you keep a clear mind and unfettered body:

- Do not expect to find things as they are at home.
Remember: You left home to find new cultural norms.
- Do not take anything too seriously
Remember: A carefree mind is the start of a good trip.
- Do not judge the people of the country by the person who has given you trouble.
Remember: You are a guest in other lands. One who treats a host with respect shall be honored.

Living and learning overseas successfully usually means adjustment to a different lifestyle, food, climate, time zone, and often a new language. This process can be challenging and may include mood swings alternating between heady exhilaration and mild depression. In the early weeks, you will probably feel excited about your new experiences and environment. Soon you may find the excitement of new surroundings and sensations increasingly replaced by frustration with how different things are from home.

Culture Shock*

This frustration and confusion is usually called 'culture shock.' Variations of culture shock can affect even experienced travelers and is considered a natural (and perhaps even essential) part of adjusting to a foreign culture. The symptoms of culture shock are quite varied and can be easily misunderstood or even overlooked because they are similar to reactions that can occur in everyday life. The link between culture shock and what you are feeling at a given moment may be difficult to see. It is very common for people experiencing culture shock to not only deny the possibility that culture shock might be the problem, but to shift the focus, attributing their stress wholly to the behavior or values of the people around them.

Symptoms can include depression, sleeping difficulties, homesickness, disorientation, excessive drinking, boredom, trouble concentrating, an urge to isolate yourself, and irritation with your host culture. It is important to understand that "culture shock" has a wide range of symptoms and that many people experience only mild annoyances and temporary dissatisfaction in the process of adjusting to life overseas. However, for a few, culture shock can be a profoundly disorienting experience and take much longer to recover from, particularly if those in the midst of the experience are unaware of the sources of the problem and have no idea of how to counteract it.

Even if you are used to being away from your family, you may still have problems. After all, you are now away from everything that's familiar. There are numerous ways to combat your feelings of disorientation until they pass (as they usually do):

- Learn as much as possible from local residents about their culture
- Keep yourself busy doing things you enjoy.
- Keep in touch with your family and friends at home. Letters, phone calls, or e-mail contact will help you feel less isolated.

- Try to keep your long-range goals in mind. Experiencing a new culture will involve some frustration and feelings of loneliness as you leave the familiar and incorporate the new, but they don't last forever.
- Don't overdo any of the preceding suggestions or you risk never making the adjustments to your new environment which are requisite to your purposes for being overseas.
- Exercise regularly

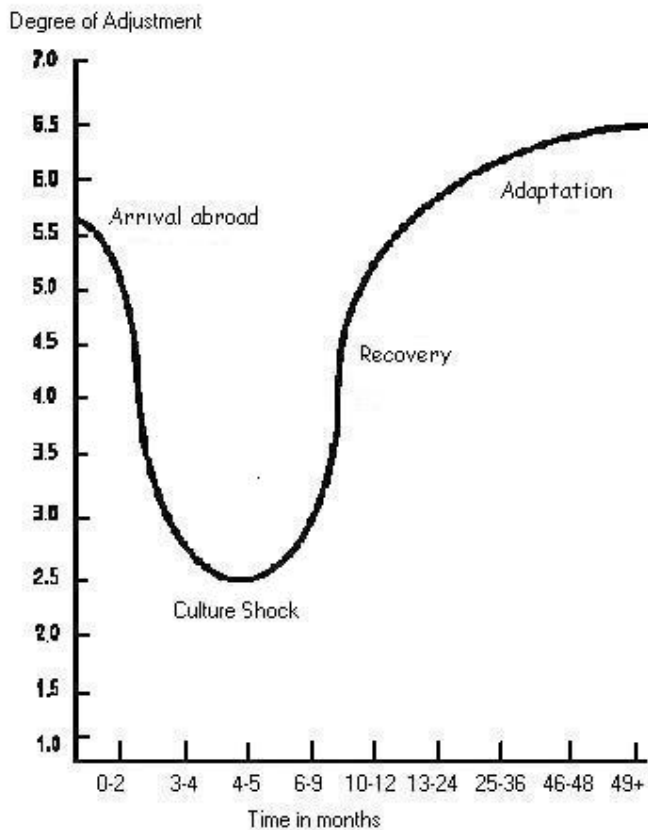
For most students, the symptoms of culture shock wane after the first few weeks or months, as they begin to understand their host culture better. However, if you find that feelings of irritability and depression linger, you may need help from a doctor or counselor. Your program director should be able to direct you to counseling or support organizations.

Fitting In and Being Accepted

Your study abroad experience will be heightened if you try as much as possible to become part of the local social environment. In the beginning, it is perhaps wise to behave like a guest, as indeed you are. For a while you may even be accorded a special status, that of a well-meaning (but not-quite-with-it!) outsider. But as time goes on, you will want to be able to behave in ways similar to that of the local students and citizens - and others will begin to expect such behavior of you. This means learning what behavior is and isn't appropriate in this new setting, and acting accordingly. In fact, people will appreciate that you are trying to learn about their culture and lifestyle, and are likely to help you adjust.

In some countries more than others, there is an unflattering stereotype of an American tourist, one who throws money around, drinks too much, is loud and rude, thinks the United States is better than any other country, and is always in a hurry. There are other countries in which all Americans are seen as happy, cheerful, carefree, and above all rich. Locals in your host country may assume parts or all of this to be true about you, simply because you are from the United States. Remember that their images of what 'Americans' are like are based on the other Americans they have seen, if not in person, then indirectly through our movies and media. Such is the nature of stereotyping. The challenge is to go beyond misleading images and false impressions, so that you can be yourself, they can be themselves, and mutual understanding can deepen over time.

***Stages of Culture Shock**



In addition to studies on what causes culture shock, many studies have been done on when culture shock occurs and its stages. From this, we can generalize the following:

Arrival/Honeymoon

In spite of jet-lag, local transportation and housing issues, communication difficulties, and the normal heightened anxiety one feels when embarking upon a journey and after arrival, most travelers find the first few days or weeks in a new country an exhilarating experience. Called the "Honeymoon Phase," this can be a little like the "It's a small world" sentiment one can succumb to on a visit to Disneyland. Things are new, different, interesting,

"quaint," "traditional," novel, or "historical" and everything takes on a slight glow of unreality. Beyond the "quaint," it is the similarities that stand out, not the differences (or they are minimized or romanticized).

The "Honeymoon" phase of initial cultural contact will likely be brief, but in some cases it may linger for a month or more. For some students the phase may quickly give way to a downward spiral where an increasing realization of difference is coupled with a tendency to place exaggerated emphasis on these cultural characteristics. Some begin to see these differences as "defects" in the host culture. Others, criticized for inappropriate actions, respond by "blaming the hosts," thereby increasing their own alienation and justifying their attitudes. This makes it even more difficult for them to evaluate their own behavior or objectively observe the host culture.

For most study abroad students, culture shock is a mild, transitory annoyance that can be overcome with relative ease through personal effort and increased knowledge and with the assistance of sympathetic friends and advisers. Culture shock is simply the deepest trough of the "U-curve" and rarely lasts more than a few weeks. The recovery from culture shock is the mirror image of its onset—that is, it comes on gradually and leaves the same way. When you feel particularly down or discouraged, it helps to know that it will almost surely get better.

Most important, culture shock can be a period of intense self-assessment and culture learning. Experiencing the process itself can be beneficial. Overcoming even a mild case of culture shock will result in your feeling more confident, self-reliant, independent, and capable of your ability to cope with cross-cultural experiences. In a way, having a little culture shock can immunize you for future travels. Even though coping with culture shock in one context won't necessarily prevent it from ever occurring again, it will definitely lessen its impact and give you the insight and understanding to deal with it effectively.

While few study abroad students experience the more severe forms of culture shock, most feel some of its effects unless they rarely interact with the local populations. Fortunately, although culture shock cannot be totally avoided, simply being aware of its symptoms and knowing how and why it happens can make adjustment to overseas living easier and more effective. Remember, culture shock signals that you are learning something new about the culture and, presumably, that is what you want to do.

Many students never experience culture shock to any appreciable extent and perform their overseas tasks and manage their relationships just fine. For those who do experience a degree of discomfort in the process of living abroad, it can be an opportunity to grow and learn, although probably best appreciated from the perspective of being on the "right-hand" side of the U-shaped curve of adjustment.

Moving On and Adapting

Moving beyond culture shock and continuing to live and learn overseas puts you on the path to becoming interculturally fluent. Becoming more deeply engaged with the local culture increases your level of intercultural adaptation and your ability to reach your goals. It also makes cultural learning more enjoyable, if not always easier.

This learning process is complex and almost inevitably results in reports from returning students that, "I learned more about myself and my culture than about the culture I was living in." The learning process can be a bit painful, take longer than expected, and can lead to the onset of symptoms associated with culture shock. The good news is that this indicates that learning is occurring and that you are getting better and better at understanding the culture.

Being aware of this cycle of cultural adjustment will allow you to better understand your reactions during your time abroad. In addition, this cycle of cultural adjustment can be linked with levels of Cultural Awareness.

*This section was adapted from "What's Up with Culture" (<http://www.pacific.edu/sis/culture/>). Students are encouraged to read through and complete the pre-departure exercises on this site before they fly to Australia.

Australia Center Faculty

Ralph Herbert has a B.A. from SUNY Stony Brook in economics and a PhD. from the Pennsylvania State University in environmental sociology. Professor Herbert taught at the University of Queensland in Australia from 1974-77 and has been teaching at Long Island University since 1978. In the late 1980s Professor Herbert published a book on alternative energy for Rodale Press and was awarded a one-year Fulbright Fellowship to Africa in the early 1990s. Herbert created the Australia Program in 1995 and has been its director and primary instructor for the last 13 years. His major areas of interest are organic and alternative agriculture, and environmental issues of Australia.

Soenke Biermann is currently a Ph.D. candidate at Southern Cross University in Lismore, NSW and teaches undergraduates at the University. His area of expertise is indigenous issues. His conference presentations include topics such as "Indigenous Pedagogy and Environmental Education: Starting a Conversation," "Taking Indigenous Sovereignty Seriously: (Un)settling Nationhood," and "Pedagogies of Contact: Shaping the Postcolonial Classroom in Rural Australia?" Soenke has published articles in peer-reviewed journals including the International Journal of Pedagogies and Learning and The Australian Journal of Indigenous Education. The title of his Honors Thesis was Indigenous Pedagogies for Decolonization: Listening for Resonance and Making Connections. The proposed title of his Dissertation is: Intellectual Decolonization and Philosophies of Knowledge Transfer. He has also been involved in delivering on-site experiential environmental education programs, including environmental pollution assessments, animal population and migration pattern monitoring, and special education classes. Soenke is a member of the Southern Cross University Indigenous Cultural Awareness and Cultural Safety Training Focus Group and he is one of the founders of the Southern Cross Indigenous Events Coordinating Committee.

Madeleine Faught is a social ecologist and project manager with Earth Process Ecological Services. She received her M.SocSc in International Development/Social Ecology from RMIT University in Melbourne and the title of her thesis was "Forest Protection and Sustainability in Central Kalimantan: Building Resilience through the Eco-Cultural Connection." She is an educator with a long history in project coordination and management and is very well connected in the Byron Bay area. Madeleine is on the Board of Directors for Rainforest Rescue and is a member of the organizing committee for the International Activation Human Rights and Peace Conference. She runs the Byron Bay Film Festival, counsels teenagers, has worked with Vietnamese, Laotian and Cambodian refugees, and has exhibited her artwork throughout the world. One of her current projects she is managing incorporates sustainable housing, education facilities, organic gardens endangered forest ecosystem restoration and native vegetation rehabilitation. Since 1993 Madeleine has been a mentor, counselor, and tutor for young adults with a broad range of learning challenges, self esteem issues and problematic behavior patterns. She also works with gifted students whose needs are not being met by the school system.